THE USE OF QUIZIZZ TO IMPROVE ENGLISH VOCABULARY MASTERY AMONG EFL ELEMENTARY SCHOOL STUDENTS IN SETU BABAKAN AREA

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Abstract: This research analyzes whether or not the use of Quizizz is beneficial in expanding the vocabulary of elementary school students. The research used Quantitative Pre-experiment method. The goal of this research was to investigate whether or not the use of Quizizz as a learning aid to boost students' vocabulary is effective. The sample of this research was elementary school children who join the English fun course program. There are twenty students who take part in the activity known as the Fun Course. During the research, the researcher found that many students were still lacking in vocabulary mastery, this was because not all students received English lessons at their schools. In order to evaluate the students' ability to respond appropriately to vocabulary questions, The results of the post-test that were given to students in elementary school suggest that having access to Quizizz makes a substantial difference in improving their overall performance on the exam. The paired sample t test used to obtain t table is at 1.729 with a significant value is 0.05. The t value is 12.554 and the t table is 1.729. The conclusion is t-value 12.554 > t-table 1.729, and the alternative hypothesis (Hi) is accepted and the null hypothesis (Ho) is rejected. In other words, there was a significant effectiveness of Quizizz on the students' vocabulary mastery.

Keywords: Vocabulary, Teaching media, Quizizz

INTRODUCTION

English is important for everyone's future; children are the first gate to introduce English. The latest guideline from the Ministry of Education and Culture stipulated that English should be eliminated in all elementary schools, which had many advantages and disadvantages. All parents should consider the best option for their child, and whether it be taking them to learn English in a class or following the guidelines which becomes a new problem for English teachers. Learning vocabulary is the first step in introducing English to elementary school children. The expansion of one's vocabulary is an essential part of language learning (Harmer, 2007.). In the past, many textbooks and language programs would frequently only give a passing or implicit nod to the importance of vocabulary acquisition. However, the position of vocabulary is shifting, and there is currently increasing attention placed on it In this case the researcher found that there were still many students who were lacking in English vocabulary, this was because not all elementary schools in this Betawi Setu Babakan cultural village received English lessons. Different techniques to teaching and learning vocabulary along with some instances from real-world settings will be discussed (Learning, 2015).

More than a year has passed since the Covid-19 epidemic swiftly spread from person to person and had a profound impact on all Indonesian citizens. The government has developed a program aimed at reducing the number of sports, particularly in schools. Due to the pandemic, teaching and learning techniques that were formerly performed conventionally are now conducted online. Due to this outbreak, Education and Culture Minister Nadiem Anwar Makarim established

the Kurikulum Merdeka Belajar policy in mid-December 2019 (Free Learning curriculum). The policy will be implemented in 2019 by the Indonesian Ministry of Education and Culture (Kemdikbud), allowing teachers to choose the best method for their students.

The use of games in particular has been recognized as one of the most effective educational strategies for boosting students' engagement and motivation across the many stages of the learning process. Game Based Learning (GBL) is often regarded as one of the most fun, interesting, and successful approaches to English as a Foreign Language instruction. The use of gamified environments will encourage students to become more motivated and interested in learning English (Monterrat, Lavoué, & George, 2017). Additionally, these environments may help students feel less anxious and worried about speaking a foreign language in front of others, and they may also encourage students to develop positive learning behaviors.

In this study the use of quizizz became an appropriate choice because quizizz itself is a game-based application and also quizizz can be easily used because it can be opened on handphone or computer, it easier for students to learn even though they have to study from home because of the covid 19 case. Quizizz provides various features to support learning, teachers can create slides that contain learning materials as well as provide questions, of course in Quizizz can also use sounds such as music or dialogue, this feature makes it easier for teachers to learn English, especially in increasing vocabulary (Degirmenci, 2021).

Based on the results of observations made by researchers, in this case improving English for elementary school students in Betawi village, Setu Babakan, the problems that can be investigated in this case are Elementary school children will become bored if the learning media used is less attractive.

METHOD

This research took place at Betawi Village, Setu Babakan, Srengseng Sawah, South Jakarta and held on February 2022 to May 2022. Target of the research was the elementary school students at Betawi village, Setu Babakan RT 09 that join Fun Course Program held by English education students of University of Muhammadiyah Prof. Dr. HAMKA. The research method used in this study was a quantitative pre-experiment research. Quantitative research is the organized investigation of phenomena by collecting numerical data and implementing statistical techniques. The method emphasizes measuring variables and testing hypotheses related to explaining inseparable causal relationships. In addition, this study employed a quantitative pre-experimental research design to find a causal relationship between two variables.

The quantitative data for this study were obtained from the pre-test and post-test scores that were given to the participants. Comparing the results of the pre-test and the post-test was done with the purpose of determining whether or not there was an improvement as a result of utilizing Quizizz in the classroom. Comparative or difference analysis is a statistical procedure to test the difference between two or more data groups (variables).

The researcher used SPSS 26 in analyzing the validity with total of item are 35 multiple choices test. This validity test used moment Pearson correlation with values used 5% (0.05), the results obtained were seen from whether r count is greater than r table or not, if r count > r table then the question is valid and if r count < r table, the question is not valid. In the validity test, the target that is asked to fill out the validity test is 20 elementary school students who live in Betawi cultural villages, this is needed so that there is no big difference with students who will be given

pre-test and post-test. the total valid number were 25 number and then the invalid number were 10.

FINDINGS AND DISCUSSION

When this research was started, the researcher made various observations starting from looking at the background of the children in the Betawi cultural village, and seeing the area which is a cultural destination, and also looking at education in the area. Some of which did not have English subjects, even though these students live in the Jakarta area and the area is a tourist area. Many of them do not know much about English vocabulary, and the uneven distribution of English lessons at school. All of these reasons became a basis for researchers to make a study about the use of Quizizz in improving students' vocabulary.

Table 1: Frequency and Rate Percentage of the Students' Pre-Test

Score	Classification	Frequency	Percentage
		Pre-test	Pre-test
91-100	Very Good	1	3%
76-90	Good	8	23%
61-75	Fair	19	56%
51-60	Poor	6	18%
< 50	Very Poor	0	0%
Total		20	100%

Based on the table 1, that the results of the pre-test are that the lowest score is 60 and the highest score is 92, if it is converted into a frequency table, the students who scored between 51 – 60 there are 6 students who got that scores 18%, then students with score between 61 - 75 were 19 students or 56%, and students who got between 76 - 90 were 8 students or 23%, then student with a score between 91 - 100 was only 1 student or 3%, from the table the mean of the pre-test score was 69, in conclusion, the students at Fun Course program Setu Babakan have a fair score in this pre-test.

After doing the pre-test to the students, the researcher did the treatment by doing teaching activities using Quizizz as a medium of learning in class. When using Quizizz, the students looked very happy and excited. After learning in class using Quizizz, the students were also asked to use Quizizz and try to work on questions that are in accordance with the material at the meeting. After several meetings with discussions about Animals, Body parts, Family, and hobbies, the researchers continued the research by giving post-test to students, students were asked to work on the post test questions independently.

Table 2: Frequency and Rate Percentage of the Students' Vocabulary Post-Test

Score	Classification	Frequency Post-test	Percentage Post-test
91-100	Very Good	10	50%
76-90	Good	9	45%
61-75	Fair	1	5%
51-60	Poor	0	0%
< 50	Very Poor	0	0%
Total		20	100%

Based on the table 2 below that the results of the post-test that the lowest score is 60 and the highest score is 92, if it is converted into a frequency table, the students with score between 61 - 75 was only one student or 5%, and students who got between 76 - 90 were 9 students or 45%, then student with a score between 91 - 100 were 20 students or 50%. From the table the mean of the pre-test score is 89.8, in conclusion, the students at fun course program Setu Babakan had a good score in this post-test.

Hypothesis testing analysis

Table 3: Paired sample t test

		Paired Differences					T	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		T	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	Pretest – Posttest	-20.800	7.410	1.657	-24.268	-17.332	-12.554	19	.000

Based on the table 3 the t value (t) is -12.554, it become positive because the total score of the post-test is higher than the score of the pre-test. The t table can be found at the degree of freedom (df). In this case the number of samples (n) is 20 then the df is 20 - 1 = 19. after getting df then we can find the t table, the t table is at 1.729 with a significant value is 0.05. The t value is 12.554 and the t table is 1.729. The conclusion is t-value 12.554 > t-table 1.729, and the alternative hypothesis (Hi) is accepted and the null hypothesis (Ho) is rejected. In other words, there was a significant effectiveness of Quizizz on the students' vocabulary mastery.

Using Quizizz can help students enhance their vocabulary. The findings of the paired sample t test indicate that the number of students using Quizizz to improve their vocabulary increased significantly. The remark by (Zhao, 2019) is accurate since Quizizz is an educational software that enables students to participate in engaging multiplayer class activities. As a result, the usage of Quizizz may increase students' comprehension and create an enjoyable environment. When the

researcher conducted the therapy utilizing Quizizz in learning activities, the youngsters were quite pleased since Quizizz is a game-based platform.

In this discussion, researchers used pre-test and post-test to find out the results and also the improvement that students got after learning using quizizz, many of the students were lacking in their English vocabulary skills, because they did not get English lessons at their school, but there are some students who get English lessons in their schools, and when the researcher asked the students about learning English in class, the students answered that they learned English in class using the blackboard and books only and they were less enthusiastic when learning English. at the time of treatment using quizizz as an English learning medium, all students felt more enthusiastic and more active. This was evidenced also by the way researchers asked students' parents about the differences in student activity while studying at school and also studied at the English Fun course using quizizz, and The student's parents said that their child was more active when learning English using quizizz.

based on previous research conducted by Zhao (2019), the results of the study said that there was a significant increase after students were given treatment using Quizizz, and in research conducted by Huei et al. (2021), in that study also examined the effects resulting from the use of Quizizz, students become happier and more active when learning vocabulary using quizizz. both studies are also felt and proven in research conducted by the author, the result is a significant increase in results and students become more active when learning.

CONCLUSION

English language has become a communication tool worldwide, a universal language. People worldwide communicate in English when speaking to foreigners as it can be very difficult to communicate with other countries that do not understand the languages. English is important for everyone's future; children are the first gate to introduce English, and Learning vocabulary is the first step in introducing English to elementary school children.

This study showed that students' vocabulary increased after using Quizizz as a learning medium and during the teaching process the students looked happy and enthusiastic during the teaching, same as research conducted by (Huei et al., 2021), using Quizizz as the medium to increased vocabulary are effective. This research is presumed to facilitate English learning for students and teachers. This researcher thinks that students may utilize this study to find entertaining methods to increase their vocabulary using the Quizizz program, and that teachers can use this study as a basis for adopting Quizizz as an educational tool. This research is anticipated to serve as a resource for educators seeking effective and entertaining learning material.

Based on the results of research conducted by researcher, researcher provides suggestions for teachers, students, and UPK PBB SETU BABAKAN. Teachers who teach elementary students are expected to use Quizizz as a learning medium because the media is very easy to use and fun for elementary students. Besides, several studies have proven that game-based learning will be very fun and make the class atmosphere happy, and Quizizz is also part of the Games Based Learning. Students are asked to optimize their abilities to increase their vocabulary using this simple medium, Quizizz. In addition to being entertaining to use, Quizizz is incredibly simple to access. Students may utilize it anywhere, at any time.

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